

**Systematic Review: Occupational Therapy & Improving Social Participation  
for At-Risk Youth in School**

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**Objectives of Presentation:**

1. Describe occupational therapists' role in working with at-risk youth.
2. Identify 1-2 effective interventions for increasing social participation amongst at-risk youth.
3. Discuss how the current evidence regarding interventions within the scope of occupational therapy for at-risk youth can be best integrated into practice.

**PICO:** What school-based interventions within the scope of occupational therapy practice aid in improving social participation for at-risk youth?

**Methods:**

- Creation of clinical question, list of search terms for literature search
- Systematic search of databases: CINAHL, PubMed, Cochrane, & Scopus
- List of inclusion/exclusion criteria created

<i>Inclusion Criteria</i>	<i>Exclusion Criteria</i>
<ul style="list-style-type: none"> <li>- Articles with participants ranging from 13-18 years in age</li> <li>- Articles with participants with or without a mental health diagnosis</li> <li>- Articles published between the years of 2000-2015</li> <li>- Articles with interventions that took place in a school setting</li> <li>- Articles with interventions within the scope of occupational therapy</li> </ul>	<ul style="list-style-type: none"> <li>- Articles that exclusively focused on populations with ASD, HIV/AIDs, cancer, or pregnancy</li> <li>- Articles focusing on bullying prevention programs and family based interventions</li> <li>- Articles that were conducted out of a school setting</li> </ul>

- Articles screened via title, abstract, and full-text through the use of pre-identified inclusion/exclusion criteria
- 12 final articles were critiqued for appraisal, 3 of which were identified from other sources, by a primary and secondary author using the PRISMA Checklist for the systematic review (Moher, Liberati, Tetzlaff, & Altman, 2009) and the Law et al. Critical Review Form for Quantitative Studies (Law & MacDermid, 2014).

**Results:**

<i>Intervention</i>	<i># of Articles</i>	<i>Outcome Areas</i>	<i>Significant Findings</i>
Mindfulness	2	Violence & Aggression Disruptive Behavior & Truancy Self-Control & Emotional Regulation	Insufficient evidence to support the use of mindfulness programs in addressing violence and aggression and disruptive behaviors and truancy for youth with conduct disorder.  Limited evidence to support mindfulness programs in addressing self-control and emotional regulation in at-risk youth and youth with conduct disorder.
Motivational Interviewing	2	Substance Abuse & Use	Insufficient evidence to support the use of motivational interviewing to reduce substance abuse and use amongst at-risk youth.
Mentor Programs	1	Disruptive Behaviors & Truancy School Connectedness	Insufficient evidence to support the use of mentor programs to reduce disruptive behaviors and truancy for at-risk youth.  Insufficient evidence to support the use of mentor programs to increase school connectedness among at-risk youth.
Prevention Programs	7	Substance Abuse & Use Violence & Aggression Disruptive Behavior & Truancy School Connectedness	Strong evidence to support that prevention programs increase school connectedness when peers are group conventionally, but not when they are grouped with peers of negative influence.  Also, there is strong evidence to support that prevention programs increase disruptive behavior and truancy, but it is noted that these findings were established when adolescents were either grouped among peers of negative influence or felt overwhelmed by program requirements.

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